DOCUMENT RESUME

ED 092 837 CG 008 990

AUTHOR Rose, M. Richard
TITLE A Summary of Voluntary Education in the Armed Forces.
INSTITUTION Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.
PUB DATE May 74
NOTE 16p.; Presented at the Annual Convention of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS *Adult Education; *Armed Forces; *Educational Programs; Federal Programs; *Military Personnel; Program Descriptions; Speeches; *Vocational Development

ABSTRACT

The Department of Defense is providing about $6.6 billion for training and educating military personnel during fiscal year 1974. The primary purpose is to prepare individuals in the services to perform their duties efficiently. In the era of the All-Volunteer Force, military education must also represent a source of coherent career development for each individual who chooses to enter a service branch. Moreover, the growth that a person achieves while in uniform must be recognized by civilian employment and education institutions. In this context, the Department of Defense has begun efforts to make education more accessible, continuous, and creditable in relation to civilian career development requirements. This involves new attempts to establish greater integration of the military and civilian components of the nation's education and guidance communities. The design, operation, and future direction of these new developments are discussed in terms of their implications for educational and occupational guidance. (Author)

ED 092837

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A Summary of

Voluntary Education in the Armed Forces

May 3, 1974

Deputy Assistant Secretary of Defense (Education)

Office of the Assistant Secretary of Defense
(Manpower and Reserve Affairs)

CS 008 990

DEPARTMENT OF DEFENSE

HUMAN GOALS

Our nation was founded on the principle that the individual has infinite dignity and worth. The Department of Defense, which exists to keep the Nation secure and at peace, must always be guided by this principle. In all that we do, we must show respect for the serviceman, the servicewoman and the civilian employee, recognizing their individual needs, aspirations and capabilities.

The defense of the Nation requires a well-trained force, military and civilian, regular and reserve. To provide such a force we must increase the attractiveness of a career in Defense so that the service member and the civilian employee will feel the highest pride in themselves and their work, in the uniform and the military profession.

THE ATTAINMENT OF THESE GOALS REQUIRES THAT WE STRIVE ...

To attract to the defense service people with ability, dedication, and capacity for growth;

To provide opportunity for every one, military and civilian, to rise to as high a level of responsibility as possible, dependent only on individual talent and diligence;

To make military and civilian service in the Department of Defense a model of equal opportunity for all regardless of race, sex, creed or national origin, and to hold those who do business with the Department to full compliance with the policy of equal employment opportunity;

To help each service member in leaving the service to readjust to civilian life; and

To contribute to the improvement of our society, including its disadvantaged members, by greater utilization of our human and physical resources while maintaining full effectiveness in the performance of our primary mission.

SECRETARY OF DEFENSE

DEPUTY SECRETARY OF DEFENSE

CHAIRMAN, JOINT CHIEFS OF STAFF

SECRETARY OF THE ARMY

SECRETARY OF THE NAVY

SECRETARY OF THE AIR FORCE

ORIGINAL ISSUE DATE
AUGUST 15, 1969

CHIEF OF STAFF, U.S. ARMY

CHIEF OF NAVAL OPERATIONS

CHIEF OF STAFF, U.S. AIR FORCE

COMMANDANT, U.S. MARINE CORPS

OFFICE OF THE ASSISTANT SECRETARY OF DEFENSE
WASHINGTON, D. C. 20301

MANPOWER AND
RESERVE AFFAIRS

FOREWORD

It may come as a surprise to many that the Armed Forces have long been involved in looking out for the educational welfare of men and women in military Service. While education and the military separately come in for a good share of attention, they are rarely viewed at their points of convergence. Too few realize that education is an important activity in the military setting, especially so in a peacetime volunteer force.

To seek the rationale for education in the military, one must trace roots which run deep into the soil of societal values, concepts of military leadership, and principles of organizational necessity and decency. The Department of Defense Human Goals Statement printed on the facing page, embodies the personnel philosophy which underlies and supports DoD educational policy.

This Summary focuses a narrow beam of light on a major segment of education in the Armed Forces -- adult education, opportunities for men and women to learn while they pursue their military duties. Much more can and should be said about this program which involves a major cooperative effort of civilian and military institutions on behalf of two million people. My hope is that this Summary will stimulate interest and ultimately cast much more light on adult education in the military.

In closing, I would like to suggest that those interested in learning more about education in the Armed Forces contact my office at this address:

Deputy Assistant Secretary of Defense (Education)
Office of the Assistant Secretary of Defense (M&RA)
Room 3D262 - Pentagon
Washington, D. C. 20301

And I want to express appreciation to Captain Rupert H. Loyd, USN and Colonel John J. Sullivan, USA who have both labored diligently to improve educational opportunities for enlisted men and women and who jointly authored the Summary.

M. R. Rose

M. Richard Rose
Deputy Assistant Secretary
(Education)

A Summary of
Voluntary Education in the Armed Forces

The Armed Forces have long played a quiet but effective role in bringing adult education opportunities to men and women in uniform. Through the Voluntary Education Program the military Services arrange for civilian schools and colleges to provide education programs and services to uniformed men and women at or near their place of work. Participation is chiefly on an off-duty and part-time basis, and as with adult education generally, is subsidiary and supplemental to the individual's primary role as a contributing member of the military force. While not a part of formal military training or programs for individual development, military educational opportunities relate closely to them. The knowledge and skill gained in academic and vocational study helps uniformed members perform their military jobs more effectively and prepare themselves for positions of higher military responsibility. Further, through voluntary education people can qualify for advanced military and educational programs and can better adjust to productive post-service careers. As with the adult education programs available in communities throughout the land, the voluntary education program of the military helps individuals in uniform fulfill their aspirations and increases their contribution to the effectiveness of military manpower.

The purpose of this Summary is to sketch the outlines of voluntary education in the Armed Forces, a topic which deserves more attention than it has received in writings and discussions about manpower development in the Armed Forces. The Summary will trace the background of voluntary education, outline the current programs, and comment on issues and future directions for adult education in the military.

Background

Formal adult education in the military extends well back in time. Certainly since World War I vocational and academic courses have been provided for military personnel. However, the basic current patterns of adult education in the military took form during World War II. Full mobilization created unprecedented challenges and stirred imaginative responses to meet the educational needs of service men and women. Demands were urgent and massive. Courses were needed to fill the empty hours of millions serving all over the globe and to help those who came to military service ill-equipped by prior education to perform the simplest military duties: some hardly read at all; more could not write or do simple calculations. Military leadership turned to civilian educators to fashion a response. Programs and materials were developed to cope with the problems of adult basic education with

educators in uniform doing the instruction. Correspondence courses and services were developed to reach everywhere the forces served. Universities and colleges both in this country and abroad created programs to carry education to service men and women on military camps and bases. By 1946 the University of Maryland began operating programs for military forces overseas, and continues today as an important contributor to education in the military along with many other schools, colleges, and universities offering programs on bases at home and abroad. There is no exact figure for the number of academic institutions providing adult education for members of the Armed Forces, but Army alone counts 600. Service men and women participating in adult education may receive financial assistance from their military Service to cover 75% of tuition costs. Last year 208,000 men and women in uniform took advantage of the tuition assistance program, another aspect of adult education in the military which had its beginnings in the World War II era.

Also during this period, the military Services organized an educational staff structure extending from Washington headquarters to field sites and aboard ships for the purpose of arranging educational programs and services. Today a sizeable staff, mainly civil servants in the Army and Air Force, and officers and noncommissioned officers in Navy and Marine Corps, operates a network of 2,000 combined education centers and testing centers wherever the forces serve. Their job remains that of arranging for educational opportunities and services with emphasis in recent years on educational advisement and guidance to help service men and women make sound choices in terms of their military and post-service career objectives.

Out of the great surge of effort during World War II there also came farsighted educational innovations which have become an established part of the broader educational scene and are indeed seen as important parts of the answer to the nation's educational challenge. The concept of equivalency was then established, providing academic credit and recognition based on examination. The high school General Educational Development (GED) test was first developed for the Armed Forces. Today all states award high school status based on this test; in 1972, 248,790 adults nationwide received diplomas or certificates based on the GED test. No less important, the concept of granting academic credit for military training courses emerged at the same time. In 1945 the American Council on Education formed the Commission on Accreditation of Service Experiences to evaluate military school training and to recommend appropriate academic credit for this training to academic institutions. This effort saved untold amounts of repetitive training by World War II and later veterans who used the G.I. Bill. Only this year the commission was reorganized and its charter extended to provide its services to training programs in other sectors of society. The Commission on Educational Credit,

as it is now named, is another example of extension of a World War II innovation to meet the nation's educational challenge. Later further mention will be made of the Commission's expanding activity in support of education in the military.

Thus, the elements of adult education in the military took shape during and just after World War II and have continued since, somewhat modified, but without essential change. Cooperation with and reliance on the civilian educational community, organization and staff in the Armed Forces to plan and operate the program; a commitment to the concepts of examination, equivalency, and academic recognition for military training; a benefit structure to support and encourage participation in courses -- these are the basic patterns in the fabric of adult education in the military.

The Present Program

Today's (FY 1974) voluntary education programs involve participation by about 575,000 part-time students and Department of Defense operating costs of $51.8 million annually. About half of this amount ($22.6 million) goes to tuition assistance to support participation chiefly at the postsecondary level in programs operated by civilian institutions on or near military installations. Approximately 26% of the total or some $13.7 million annually supports the operation of courses and services sponsored by educational centers (Instructor Hire Program) on military bases to meet special needs. Non-credit courses to help people sharpen their job-related skills, or to prepare for examinations for promotion are examples of these activities. Typically qualified instructors are hired to do the instruction. Materials provided by the education center are often lent to students who may participate without charge or for a nominal sum. The remaining one quarter of the annual expenditure covers civilian staff salaries and administrative expenses.

Additionally, in-Service G.I. Bill educational benefits, for which men and women on active duty become eligible after six months of active duty, account for an annual outlay of about $62.5 million. An increasing portion of this amount supports high school and remedial level instruction and also provides support to individuals who attend college full-time. The balance supports part-time attendance in postsecondary programs and includes substantial participation in vocational correspondence courses. Recent changes in law (1972) reduced the level of support for participation in correspondence courses from 100% to 90%, established a "cooling off" period of ten days after signing a contract and required the serviceperson to consult with an education officer before using the G.I. Bill education benefits. These changes along with a consumer education program are reducing the numbers of new enrollments in correspondence training.

The total voluntary education effort results in about 85,000 service men and women earning some form of educational credential each year as this table shows:

	FY 1972			FY 1973		
	Officer	Enlisted	Total	Officer	Enlisted	Total
High School Completion	12	74,889	74,901	13	77,800	77,813
Two Years College Completion	2,320	4,738	7,058	1,636	4,650	6,286
Baccalaureate	960	867	1,827	888	1,181	2,069
Masters	1,626	240	1,866	1,175	311	2,184
Doctorate	22	3	25	16	3	19

High School and Remedial Programs

About 360,000 personnel in uniform have not completed high school and by rough estimate another 180,000 could benefit from remedial education to assist them in pursuing further educational or career objectives. High school and remedial programs then are an important component of voluntary education. This table shows FY 1973 participation levels and estimates for FY 1974 and FY 1975 in high school and remedial education.

	FY 1973	FY 1974	FY 1975
High School Programs			
PREP	64,161	90,500	103,080
Local	6,268	5,960	5,700
Group Study	22,976	16,430	13,540
Total	93,405	112,890	122,320
Remedial			
PREP	32,038	52,720	58,160
Local	1,629	2,060	2,400
Group Study	14,051	12,550	13,290
Total	47,718	67,330	73,850
Grand Total	141,123	180,220	196,170

High school completion and remedial programs are carried out chiefly under the Prodischarge Education Program (PREP) with participation beginning sometime after the sixth month of service. PREP is a feature of recent G.I. Bill legislation (1970) which provides Veterans Administration assistance for men and women in uniform who need courses to complete high school or to overcome an educational deficiency which would impede progress toward further education and training. Eligibility begins after six months active duty, and no charge to regular G.I. Bill eligibility is made for participation in PREP. The law requires that one half of the participation in a full-time (twenty-five hours a week) program is to be during duty time unless the military mission would suffer on that account. PREP courses are operated by high schools and colleges on most military bases in the United States and overseas where the DoD Dependents High Schools also provide PREP. Other programs such as GED high school preparatory courses operated by base education centers and programs offered by high schools and colleges not under the aegis of PREP, account for the balance of participation in high school and remedial education. As the table shows, yearly participation in all high school and remedial education totaled about 140,000 in FY 1973 and is expected to rise by 56,000 to about 196,000 during FY 1975.

Each year about 80,000 men and women achieve high school completion in service. Some, and more since the advent of PREP, get high school diplomas; most take the high school GED test. While many take instruction to prepare for the tests, others are able to pass on the basis of increased maturity and general reading. Those who pass at state-qualifying levels are encouraged to apply for the state credential and are assisted in doing so. Those who do not are encouraged to enter a study program to help them meet state qualifications or to earn a high school diploma.

With the marked shift to PREP in high school and remedial programs -- 68% of the total effort in FY 1973 rising to 82% in FY 1975 -- civilian and military educators are faced with a twofold challenge. First there is a need to fashion diploma programs suited to adult needs. Such features as individually-paced instruction, recognition of work and life experience and credit by examination must be featured in diploma programs. Standard Carnegie Unit requirements and related rigidities are altogether unsuited to the needs of able men and women seeking high school completion.

Second, efforts must be made to insure that the full potential of remedial aspects of PREP are tapped on behalf of military students. PREP remedial programs must be designed to insure that the many non-high school graduates who yearly participate in them have a concurrent opportunity of preparing

for the GED examination in securing a state credential. Thus, a GED component should be included in remedial PREP programs in order to insure that participants have a fair chance of obtaining the GED credential as a tangible indication of their achievement.

Though not classified as part of the voluntary education program, mention must be made of special programs to help poor readers during their first weeks of service. In each Service training center uniformed staff or contract teachers concentrate on bringing people who read at low levels to the fifth or sixth grade level to help their progress through basic training. The nature of the program varies from Service to Service, but the average stay in the classroom ranges between 5 and 13 weeks. Further academic instruction comes later under the voluntary education program after the person has completed basic training and joined a unit. About 8,000 service members took this basic level reading instruction in FY 1973.

Postsecondary Programs

The postsecondary portion of the voluntary education program chiefly involves attendance by men and women in uniform in on-base programs operated by colleges and universities. These include certificate level vocational/technical programs and degree programs ranging from the associate through the graduate level. There are two primary methods of funding postsecondary education. The first is through Education Assistance allowances provided by the Veterans Administration (in-service G.I. Bill educational benefits). Participation for FY 1973 was as follows:

Veterans Administration Tuition Assistance	
College Programs	39,900
Vocational/Technical	52,800
Total	92,700

The second method of funding is DoD Tuition Assistance. Each Military Department is authorized to pay 75% of the tuition of service men and women for approved courses at the postsecondary level. Past participation and projections for this program have been estimated as follows:

DoD Tuition Assistance	FY 1973	FY 1974	FY 1975
Vocational/Technical	21,955	32,630	49,960
Baccalaureate	169,525	206,800	238,500
Graduate	17,056	20,250	21,200
Total	208,536	259,680	309,660

The most significant point to note in these figures is the projected growth of participation in vocational/technical programs under DoD Tuition Assistance. Establishment of more vocational/technical programs has been a major objective of educational leadership in DoD as a means to serve better the needs of the 1.5 million enlisted high school graduates. Improvements in this area are crucial if the voluntary education program is to establish a link between military technical training and civilian career opportunities.

The Servicemen's Opportunity College program and a project to gain broader recognition for military technical training, both described further on in this report, are expected to make important contributions to expanding and improving the vocational/technical area of the voluntary education program.

Current Developments

While the patterns of military education were set during World War II, the programs have not been static over the years. New programs and developments have come into the system and some have gone by the boards. In 1966, G.I. Bill educational benefits were extended to men and women with more than two years active duty. In 1970, this was reduced to six months service. Also in that year, the Predischarge Education Program (PREP) was enacted as part of the VA program to provide for men and women on active duty needing high school completion or remedial programs. This program is steadily replacing former high school programs.

The United States Armed Forces Institute (USAFI) is to be disestablished this May after 30 years service to adult education in the area of correspondence and credit-by-examination. This does not mean that examination and correspondence opportunities are to be denied to men and women in uniform. At this writing, arrangements are in process to continue certain vital USAFI services. Programs provided by schools and colleges on military bases near the work-sites of service men and women are more than ever the backbone of adult education in the military. Correspondence courses will play a lesser but hopefully more effective supplementary role with participation related more than in the past to a planned program rather than on an individual course basis. Costs to individuals will be higher than the $10 USAFI course; however, it is hoped the returns to the individual will also be higher in terms of educational effectiveness.

A marked improvement in the management of voluntary education in the military Services began several years ago and is still in process. Each Service has taken steps to strengthen and expand its educational staff and trained counselors have been added to assist service men and women make wise choices in their selection of educational and career options. New management structures and practices have recently come into being to give effective

direction to an expanding array of educational opportunities and, most importantly, to relate education and training into meaningful patterns for the individual's career development.

Army has developed a plan which specifies goals, objectives and priorities for the voluntary education program. Each Army installation must develop its own plan yearly and submit it to Department of the Army for review and approval. Navy's educational management structure has taken a major step forward with the development of the Navy Campus for Achievement. Through this organization, the Chief of Naval Education and Training at Pensacola, Florida, will direct the development of voluntary educational programs and services throughout the Navy. Through the Community College of the Air Force, airmen can make systematic progress toward a career educational certificate combining Air Force technical training and civilian academic study. Each Service already has or has under development systems to provide the individual with a record of his or her military training and experiences which has meaning for academic institutions, for training programs of union and industry, and for civilian employers. Many who might have otherwise discarded their military skill in formulating their future plans will in the future hopefully be able to capitalize on it in terms of civilian education, training, and jobs.

Of major significance to the improvement of educational and career opportunity for men and women in uniform are recent developments in forms of cooperation with the civilian academic and training community. Civilian education is in the midst of farreaching change. Past patterns are altering to extend education to constituencies other than the youthful, campus based students. Fixed patterns of consecutive on-campus attendance are altering. In post-secondary education today, part-time students (in credit and non-credit programs) outnumber full-time students. Nontraditional is a term heard with increasing frequency -- nontraditional student bodies, nontraditional programs of instruction, nontraditional modes of learning.

These developments have worked to favor the military student. Education managers and policy makers in the Department of Defense have joined with national educational leadership to extend new opportunities to men and women in uniform. An example is the New York State Regents External Degree Program. Open to any qualified applicant regardless of residence, this program allows a person to earn a degree based on a combination of satisfactory course work taken at any accredited institution, and demonstration of learning judged by examination. Service men and women account for about 800 or over two-thirds of the associate degrees awarded by the New York Regents since the program started in 1971.

Two major recent efforts to improve educational opportunity for the service man and woman are the Servicemen's Opportunity College program and a project to broaden recognition in the civilian community for military training and experience. Both are an extension of the pattern of cooperation with civilian education established during World War II.

The Servicemen's Opportunity College program began in operation in 1973. Under the leadership of the American Association of Community and Junior Colleges, a task force with membership from two-year institutions and from the educational leadership in the military Services and the Office of the Secretary of Defense was established in 1971 to see how the educational needs of the service man and woman might be better met. The SOC program emerged, under which participating colleges adopted policies favoring the educational progress of the mobile military students. The institutions agreed to adhere to ten criteria which allow the active duty member to develop and pursue an educational program despite the demands of military life. These colleges agree to provide courses and programs on military bases at times convenient to the military student, to recognize for academic credit appropriate military training and competence demonstrated by examination, to accept in transfer relevant work completed successfully at other accredited institutions and to allow residency requirements to be satisfied at times other than the final portion of a degree program.

The program is being extended to four-year institutions. The American Association of State Colleges and Universities in cooperation with 13 national associations of higher education developed criteria similar to those applicable to two-year institutions. Together the two and four-year SOC programs count participation at over 200 colleges and universities, to be listed in a revised catalog to appear this summer. Both programs are working closely and continuously on an agenda of issues, the resolution of which is bound to improve the adult educational setting in the Armed Forces. The Educational Testing Service of Princeton, New Jersey, is now in the process of evaluating the progress of both programs. Its report due this spring is expected to point to new directions for the SOC program.

The project to gain increased recognition for military training and experience is being done by the Commission on Educational Credit (COEC) of the American Council on Education. Formerly CASE (Commission on Accreditation of Service Experiences), COEC has been evaluating military training in academic terms since just after World War II. The commission's recommendations have been made known to colleges and universities through a Guide and an advisory service. Over the years numerous veterans and service men and women have been spared uncounted hours of repetitive classes by virtue of

the commission's work. An obvious benefit of the system has been a more effective use of G.I. Bill and Department of Defense educational benefits.

In mid 1973 the Veterans Administration, the Department of Health, Education and Welfare, and the Department of Defense jointly sponsored a project to have the commission reevaluate military training courses for the purpose of providing recommendations applicable to vocational and technical programs. At the same time, the commission was to work toward evaluation and recommendations applicable to union and industry programs. Additionally, the project was to involve refashioning the long-established system to produce a guide on an annual rather than episodic basis as in the past. Thus, the system is to be transformed into a flexible unfolding arrangement capable of staying in step with changes in military training and civilian education. For example, the commission is soon to conduct a feasibility study to determine whether means can be devised to evaluate and make recommendations applicable to formal programs of skill and intellectual attainment associated with progression in a military career field. If feasible, such an effort will truly break new ground since up until now evaluations have only been done of formal military training courses, not of career experience or development.

This summer or early fall the new Guide by COEC will appear containing recommendations applicable to vocational/technical programs. This in itself will do much to broaden recognition for military training and allow service men and women to build on their service training in civilian programs. As the system evolves, the next few years will hopefully bring an expansion much beyond this significant new departure.

The Armed Forces represent an important portion of the nation's manpower development capability with military technical training involving 500,000 men and women each year and accounting for an annual expenditure of $2.1 billion. About 85% of this training is in skill areas related to civilian occupations. Furthermore, recent research points to the favorable aspects of military service in terms of individual growth and development. The freedom from concern about basic necessities of job, health, etc., a system that assumes the individual to be capable and trainable, a reward system in terms of promotion and recognition -- these and other aspects of the military setting make service to country a "second chance" for many and for many more a part of a continuum -- rather than an interruption -- of individual growth and development. Thus, the developments just mentioned serve importantly to advance and develop the individual during military service. They strengthen the military in its capability to do its mission and at the same time capture for future use to society the growth and developmental experiences of military service. With the Servicemen's Opportunity College program and with broader recognition for military training, the 450,000 men and women who each year return to civilian life will be better able to fashion their future study, training and career on a base of accomplishment in military service.

Issues and Future Directions

Voluntary education is an enduring pattern in the fabric of military life. Its continuation is not an issue. But there are questions as to how much education the military can and should provide. How far can the military go in adult education without affecting vital mission responsibilities? And with manpower costs now at 55% of the DoD budget, how much beyond the current $51.8 million annual level should be spent on adult education?

There are no precise answers to these questions. But there are considerations which need to be taken into account in answering them. Simpler days viewed education in the military as a morale service, something to be classed along with recreational facilities in providing for productive -- at least not unproductive -- use of leisure time. That reasoning is sound -- it just does not go far enough. Today adult education belongs closer to the center of military life. It makes imperative claims on military leadership in terms of both individual needs and organizational effectiveness. It contributes to rather than competes with force effectiveness. More than in past times, training and education touch and reinforce each other to support development of the technical and leadership skill required in a modern defense force. For many remedial and developmental education can open doors to complex and challenging skill areas from which they would otherwise be excluded. Job performance improves when a solid base of learning informs the application of technical skills. Leadership broadens and is better prepared to cope with problems of discipline and behavior if it is enriched and challenged by systematic exposure to ideas and concepts. All in all, military service is valued by the individual and in turn made more valuable to society when the service man and woman can combine education and training in a way to find and fulfill career aspirations both during and after military service.

A second important consideration centers on the needs and expectations of youth in a complex urbanized society. They look to major institutions such as the military to help them find answers to the perplexing question of how to prepare for a productive and satisfying future. Repeated surveys of youth attitudes rank education and training opportunities as a powerful incentive for military service. This places a special claim on military leadership to balance these individual needs with the demands of mission requirements. And this sort of challenge is one to which our military is well prepared to respond. "Take care of your men" has long been a basic tenet of our military leadership; and now in these complex times that concept is in the process of expansion. It has begun to range beyond the merely physical -- food, shelter, pay, medical care -- and has come to include regard for the individual's concern centering on productive

participation in either a military or civilian setting. Thus, an effective adult education program, with instructional opportunities supported by advisement services and assistance becomes an important resource for the commander to meet this claim on his leadership.

On the question of costs, expanded and improved adult education in the military need not spell large additional amounts of scarce manpower money. Basically, costs for military adult education split two ways: First, are administrative operating costs to maintain a system of headquarters staff and field offices which directs the program and arranges the provision of educational programs and services at the base level. The expansion of the counselor program in recent years has brought staffing to a sufficiently high level to support increased participation. Expansion of the Voluntary Education Program would incur costs only in the second broad area of instructional support costs which amounts to about half of the DoD yearly expenditure on voluntary education. Thus, a doubling of participation, then, would not double the cost of the program.

This, however, leaves out in-Service G.I. Bill tuition support which has come to play an increasingly important role at the remedial and high school level and in support of voluntary graduate level participation. Without doubt, loss of in-Service G.I. Bill support would create serious questions about levels of educational support in light of high DoD budget costs and competing priorities. Perhaps the key to future decisions on support for adult education in the military is to be found in the realization that the serving member of the Armed Forces is a citizen entitled to educational opportunity and benefits as are his or her civilian counterparts. On that basis, the man or woman in uniform needs special and particularized attention being by and large cut off from the benefits of state and institutionally-based support programs which reduce tuition payments to state residents. In the future, federal adult educational benefits legislation and programs may well have to recognize the special status of service men and women in terms of access to educational benefits and make special provisions to offset their limited capability to benefit either directly in terms of tuition support or indirectly in terms of institutional or state support. Whether this occurs as it does today via in-Service G.I. Bill educational benefits or through other sources of federally based educational assistance is probably of little more than administrative consequence. The important point is the recognition that DoD manpower dollars already provide an excellent base through technical training and the provision of an environment supportive of learning and individual development. It may be quite unrealistic to ask DoD to short-change vital mission requirements by going significantly beyond current levels to

support educational program. In short, current or somewhat higher levels of DoD educational support are probably about right or are at least acceptable. If, however, the support now provided by VA were to be withdrawn, the gap would have to be filled by other federal sources.

The military has shown initiative and imagination in focusing on a concept of career-based education as a way to respond to the challenge of maintaining an effective peacetime volunteer force. How well the programs respond to the needs of men and women in uniform and how effectively they contribute to the effectiveness of the Armed Forces depends in large part on military leadership. But the job is not theirs alone. Cooperation of the academic community is vital as is general public support for efforts to make service a rewarding professional experience rather than a time of dull and remote servitude as it tends to be perceived. The long experience of the military with adult education, the recent surge of initiative in this area within the Armed Forces, the splendid support from educational leadership -- all inspire confidence that adult education will make its full contribution in the military setting.